DOCUMENT RESUME

ED 416 874 IR 056 899

AUTHOR Suggs, Pamela
TITLE Claiborne Parish Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
INSTITUTION Claiborne Parish Library, Homer, LA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC. Office of Library Programs.
PUB DATE 1993-00-00
NOTE 39p.
CONTRACT R167A20381
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Correctional Education; Expenditures; Federal Programs; Grants; Individualized Education Programs; Job Skills; Library Role; *Library Services; *Literacy Education; Partnerships in Education; Prisoners; Public Libraries; Resource Materials; Small Group Instruction; Tutoring; Tutors; Veterans; Volunteer Training; Volunteers
IDENTIFIERS Library Services and Construction Act; Tutor Training; Volunteer Recruitment

ABSTRACT

Project READ (Resources for Educational Attainment & Development) was established to develop a library literacy partnership between the Claiborne Parish (Louisiana) Library, Claiborne Technical Institute, and David Wade Correctional Center to improve inmates' literacy skills. This report, detailing the project, begins with a section that provides quantitative data. The next section compares actual accomplishments to objectives for fiscal year 1993: (1) enroll about 25% (200) of those inmates who need literacy instruction in small group workshops, adult basic education classes, or one-on-one tutoring; (2) significantly improve raw reading test scores or other post-test measures of 75% of the inmates who complete the program; (3) inform 100% of the inmates about the program; (4) prepare individualized educational plans (IEPs) for 100% of the participants in Project READ based on their personal literacy goals and long-range educational needs; and (5) double the number of tutors and learners presently enrolled in the Vets Incarcerated tutoring program. Proposed and actual expenditures are compared. Activities undertaken are described, including materials acquired, training, and a job skills workshop. The role of the library, contributions of other organizations, facilities used, and project impact are described. Attachments include a form for an individual education program, basic skills diploma, newsletter article, materials inventory, and project formative and summative evaluation. (MES)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 874

Claiborne Parish Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR056899

IR

Project READ: Resources for Educational Attainment & Development

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

FY 1993

Submitted to:

Executive Officer
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, DC 20208-5530
Attention: 84.167 Final Performance Report

Submitted by:

Pamela Suggs, Director
Claiborne Parish Library
901 Edgewood Drive
Homer, Louisiana 71040
(318) 927-3845
Grant Number R167A20381

BEST COPY AVAILABLE

TABLE OF CONTENTS

TOPIC	PAGE
Part I: General Information / Project Summary	1
Part II: Quantitative Data	2
Part III: Narrative Report	
1. Comparison of Actual Accomplishments & Proposed Objectives	5
2. Comparison of Actual & Proposed Expenditures	8
3. Activities Undertaken	9
4. Role of Claiborne Public Library	11
5. Agencies & Organization Providing Service Support	12
6. Project Facilities	14
7. Impact on Ongoing Program	15
Appendices	17
A. Sample IEP	
B. Sample Diploma	
C. Newspaper Clippings	
D. Financial Statement	
E. Literacy Materials	
F. Report of Independent Evaluator	

BEST COPY AVAILABLE

Project READ: Resources for Educational Attainment and Development
Final Performance Report
FY 1993
(CFDA No. 84.167)

Part I: General Information

1. Claiborne Parish Library
   901 Edgewood Drive
   Homer, LA 71040

2. Pamela Suggs, Project Director
   (318) 927-3845

3. Grant Number R167A20381

4. Grant Amount Awarded: $35,000
   Grant Amount Expended: $34,434

Project Summary:

Project READ: Resources for Educational Attainment and Development was established to develop a library literacy partnership between Claiborne Parish Library, Claiborne Technical Institute and David Wade Correctional Center to improve inmates' literacy skills. The program serves this group by providing literacy instruction for those inmates that have marginal literacy skills, by training volunteer inmate tutors, and by placing a satellite collection of relevant materials at David Wade Correctional Center through the Claiborne Parish Library. Claiborne Technical Institute is responsible for teaching instruction at David Wade Correctional Center and is able to reach all academic levels with the addition of **Project READ**. All of the agencies involved provide some type of literacy service as separate entities; **Project READ** allows these agencies an opportunity to share and coordinate work in this area.1

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
_x_ over 200,000 (offenders are from all parts of the state of Louisiana)

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
___ Training
___ Rural Oriented
_x_ Basic Literacy
_x_ Other (describe) corrections
_x_ Collection Development
_x_ Tutoring
_x_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
_x_ Hearing Impaired
_x_ Visually Impaired
_x_ Learning Disabled
_x_ Mentally Disabled
___ Workforce/Workplace
_x_ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
_x_ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_x_ Laubach _x_ LVA _x_ Michigan Method
___ Orton-Gillingham _x_ Other (describe)

(The above methods were available to all students. Each student received instruction using methods meeting his individual needs.)

BEST COPY AVAILABLE

5. If this project involved tutoring, how was it provided? (check as many as applicable)

x one-to-one tutoring x small group instruction
x classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? x yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The Test of Adult Basic Education (TABE) and the Slosson Oral Reading Test (SORT) were used for pre- and post-test measures of student progress. All students enrolled for at least three months showed significant improvement. Students averaged a 1.3 grade level improvement over a period of one year. (Students not participating for a full year show improvement commensurate with the time enrolled.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? x yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Learners showed tremendous changes toward greater self-esteem. Participants are notably more confident about their abilities to learn to read and also to succeed upon release. Learners participated in at least one exercise per week designed to enhance self-esteem. In addition, tutors were trained in the importance of using positive reinforcers to encourage students. Many token rewards were offered to learners (certificates, pencils) to further motivate them.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

x bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
x evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

BEST COPY AVAILABLE

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 217
Of those served, how many received direct tutoring service? 46
How many hours of direct tutoring service did they receive? 12,498
How many new volunteer tutors were trained? 23
How many current volunteer tutors received additional training? 33
How many volunteer tutors (total) were involved? 33
How many non-tutor volunteers were recruited? 0
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 5
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

Part III: Narrative Report

1. **A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.**

Project READ has been overwhelmingly successful in its first year of operation. The staffs of all participating organizations have been cooperative and very helpful. All goals and objectives were either met or exceeded. There were no major changes or revisions in the program with respect to approved activities, staffing, and budgeting. The only funds that remain unspent are nominal. See #2 for a comparison between proposed and actual expenditures by budget category and a full explanation of unspent funds. Five measurable objectives were set forth in the application. As demonstrated below, they were all met.

1) To enroll about one-fourth (200) of those inmates who need literacy instruction in either small group literacy workshops, ABE literacy classes, or one-on-one tutoring.

A total of 217 adult learners were served. Workshops were held on job skills, AIDS awareness, self-esteem, and budgeting. Project READ's literacy classes and the Vets Incarcerated II program provided one-on-one tutoring and small group instruction using the Laubach method and materials, the LVA method and materials, as well as books and consumable workbooks collected from a variety of sources. All materials were selected to be the best high-interest, low-level materials for a middle-aged beginning reader with minimal self-esteem.

BEST COPY AVAILABLE

2) To significantly improve raw reading test scores or other post-test measures of 75% of the inmates who complete the program.

100% of the inmates participating in Project READ classes have demonstrated significant improvement in reading level. Students averaged a 1.3 grade level improvement over a period of one year. (Students not participating for one year show improvement commensurate with the time enrolled.) More important is the tremendous change in self-esteem noted among participants. All students are notably more confident about their abilities to learn to read and also to succeed upon release.

3) To inform 100% of the inmates about the library literacy program.

During orientation for new inmates, all are informed of the literacy services available as well as other educational opportunities. In addition, the *Times Square View*, the inmate newspaper, carries news in every edition about Project READ and its participants.

4) To prepare individualized educational plans (IEP's) for 100% of the participants in Project READ based on their personal literacy goals and their long-range educational needs.

IEP's are prepared upon enrollment of new students. They are updated every six months. The IEP's were based on personal literacy goals and long-range educational needs. Most students expressed an interest in learning to read the newspaper, writing letters home, and Department of Corrections materials (posted policies, memos, canteen lists). For a sample IEP, see Appendix A.

5) To double the number of tutors and learners presently enrolled in the Vets Incarcerated tutoring program.

The number of tutors and learners enrolled in the Vets Incarcerated program has risen from 19 to 41 over the last twelve months. The Vets Incarcerated program is a voluntary program. Once enrolled, students and tutors are not required to attend. However, over the last twelve months, the Vets Incarcerated program has shown good retention. Many Project READ students attend weekend classes also to gain additional assistance. The program has benefitted tremendously from Project READ materials. In addition, the literacy instructor provides tutor training workshops for the Vets Incarcerated tutors to provide motivation and training.

In addition to the predicted outcomes, Project READ has provides several incentives for students to increase motivation and boost self-esteem. One of the students' favorites is certificates upon completion of each level and also upon completion of each workbook or unit. Students are photographed with their certificates and their tutors. Two copies of the picture are made, one going to the student to send home, the other placed on a bulletin board in the classroom. Students take great pride in acquiring the certificates and are especially proud to have visitors come in to admire the photographs on the bulletin board.

Students are also awarded a diploma when the reach a 4.0 grade level and are placed in the education department's ABE/GED classes. See Sample Diploma, Appendix B. The *Times Square View*, the prison's inmate newspaper, covers graduates as part of the education section of the newspaper. See Newspaper Clippings, Appendix C.

2. **Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.**

Personnel: $23,700 allocated; $23,700 spent.
Supplies: $1,500 allocated; $1,449.70 spent.
Materials: $9,300 allocated; $9284.30 spent.
Audit: $500 allocated; $0 spent
TOTAL: $35,000 allocated; $34,434 spent

Project READ applied for $500 in the event that an audit was needed of grant expenditures. The project director left those funds for that occasion; however, an audit has not been requested. The project director received confirmation from the Office of Educational Research and Improvement that this is permissible.

The literacy instructor was not hired until after the beginning of the funding period, so funds were not expended until November 1, 1992, when she was contracted. For a complete breakdown of funds expended, see Appendix D, Financial Statement. For a listing of all literacy materials acquired, see Appendix E, Literacy Materials.

3. **Provide, as appropriate, specific details as to the activities undertaken--e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.**

Project READ has, over the last year, purchased materials for classroom and professional use, held a training seminar for tutors, and held a job skills workshop conducted by Northwestern State University's Career Evaluation and Information Center. Project READ also benefitted from the expertise of third-party evaluator Dr. Patricia Bates.

The materials purchased include professional books to assist the instructor in detecting and working with learning and behavioral disorders, books to assist the instructor in providing lessons designed to improve self-esteem and boost confidence, and books to design and implement Individual Educational Plans (IEP's) for the students. The student materials include consumable workbooks to enhance reading and life skills, recreational high-interest, low-level materials which serve as a satellite collection for students to check out and read during personal time. For a complete list of materials acquired, see Appendix E, Literacy Materials.

The training seminar was held in March in an effort to learn and discuss different teaching strategies, but also to get feedback from tutors as to which materials and strategies are already successful. The seminar was very successful and, at the tutors' requests, future seminars will be conducted monthly beginning with the new funding period in October.

The job skills workshop held by Northwestern State University's Career Evaluation and Information Center was open to Project READ students and tutors as well as Vets Incarcerated II students and tutors. Charles Caron, the lead facilitator was very inspirational

and motivational for all participants. The program included an interest inventory and discussion on job search strategies. The program was completely funded by JTPA.

Dr. Patricia Bates, English professor at Louisiana State University in Shreveport and project co-director of Project CARE, a workplace literacy program, is Project READ's third-party evaluator. She visited Wade Correctional Center on several occasions and made recommendations for the continued success of the program. See Appendix F for the full report.

4. **Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.**

Claiborne Parish Library has been at the center of all of Project READ's activities. The library took on the role of the obtaining all material for use by Project READ. Recreational and vocational reading material, consumable workbooks and supplies, audio-visual materials, and support material for tutors and staff were all obtained through the efforts of Claiborne Parish Library. The Library did not provide a site for tutoring. All library staff members assisted in helping the literacy instructor with teaching methodology, curriculum development, and searches for other information to improve the program.

5. **Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.**

The agencies outlined in the program application were instrumental in the successful implementation of Project READ's first-year of funding. **Claiborne Parish Library** coordinated and managed all aspects of the program. Project Director Pam Suggs met regularly with the literacy instructor and officials from David Wade Correctional Center, Vets Incarcerated II, and Claiborne Technical Institute. **David Wade Correctional Center** provided space, security, and supplies and materials. DWCC's new warden, Kelly Ward, has been an enthusiastic supporter of Project READ and is planning on expanding the program over the next fiscal year to hopefully bring in volunteers from the community to begin evening tutoring services. **Claiborne Technical Institute** provided additional supplies plus the expertise of its on-site staff. Bill Brasher, the education department supervisor, has given continual support to the program. Mr. Brasher made frequent visits to the Project READ classroom, providing valuable feedback for the program. His thirteen years as an instructor in a correctional education setting, combined with a masters degree in special education, have made him one of the program's best resources. Kim Barnette, the student placement services officer, has provided testing, placement, and counselling services to the program. **Vets Incarcerated II** provided additional services to the program, actively recruiting new students and providing weekend tutoring for many of Project READ's students.

Project READ was fortunate to have the overwhelming support of the community. **Homer National Bank** provided classroom supplies, including sample student checkbooks

BEST COPY AVAILABLE

to assist the literacy instructor in teaching money management skills to the learners. The **Homer *Guardian/Journal***, the local newspaper, volunteered the services of its editor to give a guest lecture to the learners on newspaper writing, editing, and production. The **Homer *Guardian/Journal*** also covered news of the funding of Project READ by the Department of Education. Additional community awareness was provided by **KTVE Channel 10** from Monroe, Louisiana. **Northwestern State University's Career Evaluation and Information Center** sent a team to present a job skills workshop to Project READ participants as well as students in the other education programs. The one-day workshop included an interest inventory and a motivational program presented by Charles Caron, the program's director.

6. **Provide the names and locations of libraries and other sites whose facilities were used for this project.**

David Wade Correctional Center (Rt.2, Box 75; Homer, Louisiana 71040) was the site used for Project READ classes, seminars, and training sessions. DWCC provided a classroom, a separate resource room, office space for the literacy instructor, as well as rooms, as required, for seminars and training sessions.

David Wade Correctional Center is an adult, all-male facility housing approximately 1100 minimum-, medium-, and maximum-security inmates. DWCC is an exemplary facility. It was the first state-run facility to receive accreditation from the American Correctional Association. Warden Kelly Ward is a staunch supporter of the education program and is constantly working to improve and expand rehabilitation services available to the inmates.

7. **Describe the impact of the Federal project on the ongoing program of the grantee.**

Due to a continuation in funding from the Library Literacy Program, Project READ has been given another year in order to expand literacy services and look for additional funding sources for the continuation of the program.

* Project READ hopes to expand the program by providing additional workshops for training inmate tutors. Project READ hopes to elicit the services of the Laubach Literacy International and the Literacy Volunteers of America in providing training and materials. Project READ's literacy instructor will work to achieve certification as an LLA trainer over the next fiscal year.
* Project READ has planned to expand opportunities for outside speakers to come to DWCC and present workshops on a variety of topics including: interviewing skills, drug awareness, stress management, parenting, and alternatives to violence. Project READ has also contacted the Ark-La-Tex Alternatives to Violence Program and is working with DWCC administration to establish a local chapter of AVP.
* David Wade Correctional Center is investigating the possibility of support from the National Institute of Corrections to establish an evening literacy program run by community volunteers and interns from the local universities. The program would allow inmates whose job assignments preclude them from educational opportunities to seek assistance. If the program is established, all inmates would have literacy services available to them.
* David Wade Correctional Center and Claiborne Parish Library have applied for funding from the U.S. Department of Education's Life Skills for State and Local Prisoners

Program to expand the curriculum for the pre-release program and make materials accessible to all inmates, regardless of reading level (working to improve literacy skills). If funding is awarded, a curriculum guide and materials would be developed which would be disseminated to all state correctional institutes.

Project READ: Resources for Educational Attainment and Development
Individual Education Program

Name of Student _____ Date _____

Quarterly Goal:

Academic Progress: Standardized Test Scores

SUBJECT AREA	Date, Test Used & Score			Date, Test Used & Score			Change
Vocabulary							
Reading Comp							
Math Comp							
Math C& A							
Language Mech							
Language Exp							
Spelling							
Total Reading							
Total Math							
Total Language							
Total Battery							

Narrative Comment of Student's Progress During Quarter:

End of Quarter Recommendation:

Name of Student:
Date

Behavioral/Academic Strengths and Disabilities Exhibited	Long- and Short-Term Behavioral Objectives: when, who will do what, under what conditions, to what degree of success	Methods, Materials, and Techniques (designate who is to implement anticipated interventions)	Assessment of Effectiveness

BEST COPY AVAILABLE

Basic Skills Diploma

This Certifies That

Gerald Jones

has satisfactorily completed the requirements of Basic Skills work at David Wade Correctional Center. As evidence of this achievement we therefore award this diploma as a testimonial of graduation and promotion to the Adult Basic Education classes in preparation for the GED. Gerald Jones has exhibited exemplary study skills and tremendous determination.

Given this 11th day of October, 1993.

BEST COPY AVAILABLE

Education at Wade

Reading,writing,arithmetic...& more

Project READ refunded

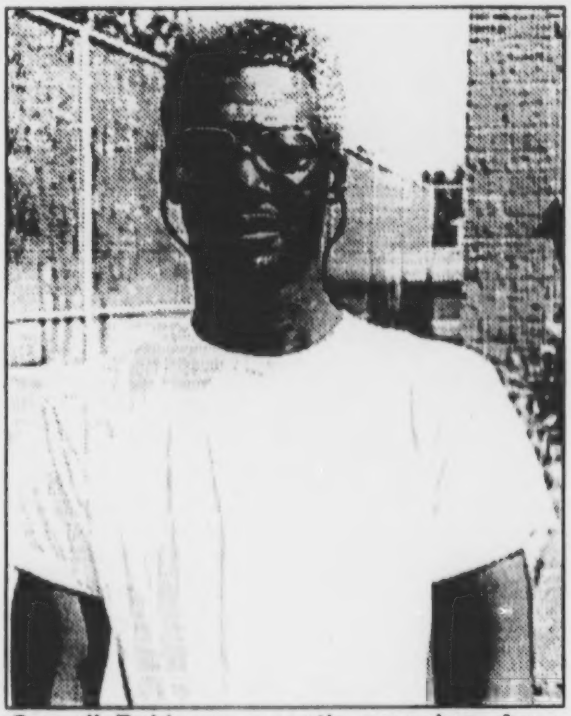
On October 1, 1993, Project READ began its second year of funding. Project READ is an inmate literacy program that is open to inmates who read below a fourth grade level (those who are classified functionally illiterate). Both the first and second years of the program are funded through a U.S. Department of Education Library Grant.

Claiborne Parish Public Library directs the grant (which means that all monies associated with the grant are first paid to the Library). Wade Correctional Center has had an excellent working relationship with the Library. The Library's director, Pam Suggs, also directs the grant for Project READ. She has been instrumental in the success of the program.

The focus of Project READ will shift slightly over this second funding period. Life skills education will be stressed more as well as better training for the tutors. "I hope to give the opportunity to all tutors to be certified as Laubach tutors," Ms. Wade, the literacy program instructor, told the TSV.

Life skills education includes all skills necessary to find a job, housing, substance abuse counseling, other counseling, etc. upon release. Ultimately, Project READ hopes to enable inmates to gain all the skills necessary for a successful reintegration into society, thereby reducing the overall recidivism rates.

The literacy program here at David Wade Correctional Center, which is funded through Project READ, has served several inmates in the year that it has been a part of Wade's education program. The students in the literacy program meet Monday through Friday, and the classes are divided into morning sessions and afternoon sessions. Wade Correctional Center and the inmates who are involved in the literacy program are indebted to Project READ and are fortunate that the program has been funded for another year.



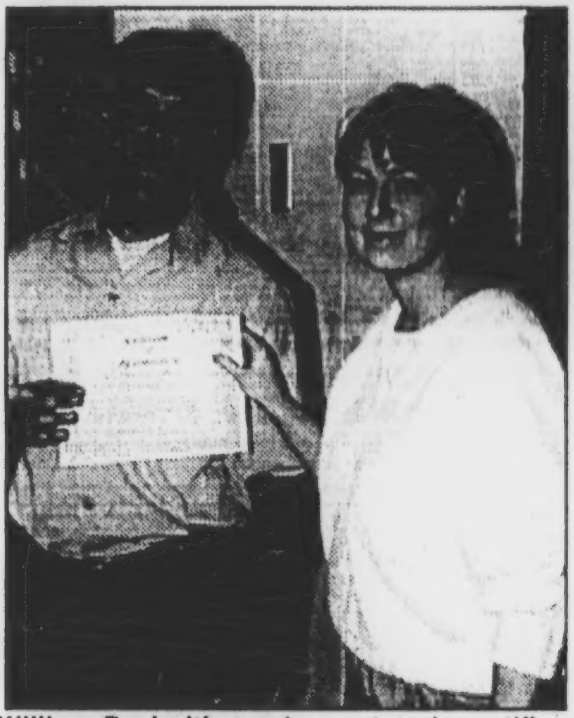
Cornell Robinson recently moved up from the literacy program to academic school.

Anyone interested in enlisting in the literacy program here at Wade Correctional Center as a student or as a tutor should contact Ms. Caprice Wade or Mrs. Barnett in the Education Department. ❑

Literacy Day observed at Wade

Literacy Day is an international event celebrating the efforts of all people working to better their own literacy skills or assisting others toward that end. Richard Stalder, Secretary of the Department of Public Safety and Corrections, recognized Literacy Day as a statewide event, proclaiming it Louisiana Literacy Day.

BEST COPY AVAILABLE



William Beckwith receives a tutor's certificate from Miss Wade.

Inmates from all corrections facilities statewide recognized those participating in literacy programs.

David Wade Correctional Center took part in the Literacy Day festivities by recognizing the students, tutors, teachers, and administrative personnel who are a part of the literacy program here at the prison. Deputy Warden Alton Braddock was on hand to present the students with special certificates. ❑

Inmates teaching inmates

Through the efforts of the administration and several inmates, two new courses are being offered to the inmate population at Wade Correctional Center. One is an on-going music class that is taught by inmate Mark Fanguy, and the other is an 18 week seminar course that is based on Dr. Stephen Covey's book, *The Seven Basic Habits of Highly Effective People*, which is taught by inmate Sam Teague.

Music to their ears

Look sharp but feel flat? Want to get a natural high? Join one of Wade's new music classes and learn all about sharps, flats, and naturals - with some chromatic scales, major scales, and several chords thrown in. Learn how to read music and understand it! And have a lot of fun while you're learning.

Sponsored by Lt. Jackson and the Recreation Committee, inmates Mark Fanguy and Clarence Sweeney are presently teaching two music classes. Each class meets once a week for instruction and once a week for hands-on learning. Classes are held in the education building on Tuesdays and Wednesdays from 5:30 pm to 7:30 pm.

"Most inmates who are involved in the new music classes are interested in obtaining a talent while in prison and to be able to use this talent when they're back on the street," Fanguy told the TSV. "And it also gives them something constructive to do while they are incarcerated. The new music classes are another avenue inmates can take to better themselves while at Wade."

Fanguy points out that, as is the case will all forms of education, the inmates who are involved in the program will get out of it as much as they put into it. This means that class time is not the only time these music scholars are working on their new talents. On the days between class meetings, they continue to study and also have occasional homework assignments.

Tuesdays and Wednesdays are class times for the students. This is when they learn music theory, how to read scales, and other lessons from the "books." The meetings on Sundays are for hands-on experience for the students. This is the time they put their formal class work into action by taking up instruments and laying aside the pencils. If you happen to walk by the band room on a given Sunday and hear a cacophony of strange sounds, just remember that the class is filled with beginners at present. Give them a few months, and then stride by.

Fanguy and Sweeney are hopeful that a music class for N-5 will be up and coming in the near future. For the moment, classes are open for anyone on the North and South Compounds. For information about participating in

BEST COPY AVAILABLE

Project READ Fiscal Year 1993 Inventory

Contemporary Books, Inc.

Expressions: Stories & Poems
GED: Main Book (How To Prepare)
Insights
Insights: (5) Pre/post tests
New Beginnings in Reading: Book 1
New Beginnings in Reading: Book 2
New Beginnings in Reading: Groundbreaker
New Beginnings in Reading: Placement Test
Parenting Set (6 book set)
Viewpoints: Nonfiction Selections

Continental Press, Inc.

AIMS Comprehension Kit A	
AIMS Comprehension Kit B	
AIMS Language Skills Kit A	
AIMS Language Skills Kit B	
AIMS Money B Kit	
Basic English B, Grade 2	(5)
Basic English C, Grade 3	(5)
Basic English D, Grade 4	(6)
Cloze Passages Book AAA	(5)
Cloze Passages Book B, Grade 3	(5)
Cloze Passages Book C, Grade 4	(5)
Cloze Science Content Book C, Gr 4	(5)
Connections Grade 1, Book A	(5)
Connections Grade 2, Book B	(5)
Connections Grade 3, Book C	(5)
Inference A	(5)
Inference B	(5)
Inference C	(5)
Inference D	(5)
Inference E	(5)
Inference F	(5)
Language Patterns A, Grade 1	(5)
Language Patterns B, Grade 2	(5)
Language Patterns C, Grade 3	(5)
Language Patterns D, Grade 4	(5)
Language Patterns E, Grade 5	(5)
Language Patterns F, Grade 6	(5)
Language Skills Binder A	
Leading the Way	
Leading the Way, Teacher's Guide	

BEST COPY AVAILABLE

Main Idea A	(5)
Main Idea B	(5)
Main Idea C	(5)
Main Idea D	(5)
Main Idea E	(5)
Main Idea F	(5)
Meeting the Challenges	
Meeting the Challenges, Teacher's Guide	
New Reading First	(5)
New Reading 2	(5)
New Reading 3	(5)
New Reading 4	(5)
New Reading 5	(5)
New Reading 6	(5)
Phonics Word Skills A, Grade 1	(15)
Phonics Word Skills A, Teacher's Guide	
Phonics Word Skills B, Grade 2	(5)
Phonics Word Skills C, Grade 3	(5)
Phonics Word Skills D, Grade 4	(5)
Reading for Comprehension A	(5)
Reading for Comprehension B	(5)
Reading for Comprehension C	(5)
Reading for Comprehension D	(5)
Reading for Comprehension E	(5)
Reading for Comprehension F	(5)
Reading for Comprehension G	(5)
Sequence A	(5)
Sequence B	(5)
Sequence C	(5)
Sequence D	(5)
Sequence E	(5)
Sequence F	(5)
Tables and Graphs A, Grade 3	(5)
Tables and Graphs B, Grade 4	(5)
Tables and Graphs C, Grade 5	(5)
Tables and Graphs D, Grade 6	(5)

Educational Design, Inc.

Developing Everyday Reading Skills #1
Developing Everyday Reading Skills #2
Job Survival Skills Skillbook
Life Skills Reading 1
Life Skills Reading 2
Life Skills Writing
Reading Your Newspaper
Writing for the World of Work

Fearon/Janus/Quercus

Attitudes for Work: Going Places	
Be Ad-Wise	
Be Credit-Wise	
Bestellers Set	(40 book set)
Bestellers Skill Check Cards	
Biographies from Am. History	(30 book set)
Budgeting & Spending Skills 1	
Budgeting & Spending Skills 1 Act. Bk.	
Budgeting & Spending Skills 2	
Budgeting & Spending Skills 2 Act. Bk.	
Building Self-Confidence	
Caring for Your Car	
Caught Reading Novels	(7 book set)
Caught Reading Set Worktexts	(7)
Community	
Crisis Series	(6 book set)
Dilemmas/Decisions	(10 book set)
Dyslexia	
Dyslexia Screening Survey (Pkg. of 10)	
Eating Right	
Educating Students w/ Behavior Disorders	
Effective Teaching	
Finding A Job	
Galaxy 5	(6 book set)
Get That Job!	
Get That License!	
Getting Help	
Government	
Health	
Hopes & Dreams	(20 book set)
Insure Yourself	
Jim Hunter Series	(16 book set)
Job Box	
Job Box Worksheets	
Jobs	
Keeping A Job	
Keeping Fit	
Know Your Rights	
Learning Disabilities	
Lifetimes I	(7 book set)
Lifetimes II	(7 book set)
Looking Good	
Make Your Money Grow	

Mark Your Calendar
Master Your Money
Money
More For Your Money
Need A Doctor?
Owning A Car
Pay by Check
Remediation of Learning Disabilities
Sharing an Apartment
Solving Word Problems
Specter Series (8 book set)
Super Specter Series (6 book set)
Strategies for Teaching Students
w/ Learning Disabilities
Talespinners I (8 book set)
Talespinners II (8 book set)
Teach Someone to Read
Telephone Book Can Help You
Way To Work
Worktales (10 book set)
World Myths/Legends I (8 book set)
World Myths/Legends II (8 book set)
Writing & Implementing an I.E.P.

Glencoe
Automotive Technology Knowledge Base
Automotive Trade Mathematics
Automotive Trades Reading
Construction Trades Knowledge Base
Construction Trades Mathematics
Construction Trades Reading
Electronics Knowledge Base
Electronics Mathematics
Electronics Reading
Glencoe Occupations for Adult Learning
Office Technology Knowledge Base
Office Technology Mathematics
Office Technology Reading

JIST: The Job Search People
America's Top 300 Jobs - 2nd Edition
Putting the Bars Behind You (Video)

Lakeshore Learning Materials
Amazing Facts Comprehension Skills
Automotive (20)

Banking Practice Kit
Building A Positive Self-Concept
Carpentry (21)
Dracula and Other Plays (10)
Electronics (20)
Extra Reading Basics Level 2-3
Facts and Sources
Famous People Comprehension Skills
Forms and Messages
Fraction Game
Getting Started (21)
Getting Road Ready
Harvey Crumbaker Skills Library
- Coping as a Consumer
- Everyday Communications
- Filling Out Forms/Following Directions
- On the Job

I Am Already Successful Workbook
I Want To Read Video Series (3 videos)
Impact Self-Esteem Program
Job Interview Practice Kit
Keeping It Going
Key To Fractions Skillbook
Learning Language Skills
Machine Trades (20)
Money Bag
Off and Running
Ounce of Prevention
Photo Math Program
Pizza Party Fraction Game
Practice-Practice-Practice
Practice-Practice-Practice Answer Book
Pre-Primer Software
Primer Software
Read That Label Activity Kit
Reading Power Book 1
Reading Power Book 2
Reading Power Book 3
Reading Power Book 4
Responsibility/Self-Esteem
Rocky and Other Plays (10)
Self-Discovery Work Text
Signs and Labels
Survival Reading Flashcards
Survival Vocabulary
Tune It Up

Vocational Math Series
World's Strangest Sports Stories

Literacy Volunteers of America
Participatory Literacy Education
Reading Without Nonsense
Teaching Adult Beginning Readers
Thinking is a Basic Skill

National Council of Teachers of English
Multi-disciplinary Perspectives in Literacy Research
Portfolios in the Writing Classroom

New Readers Press
Along the Gold Rush Trail (book)
Ben's Gift (book)
Better Off Without Me (book)
Books for Adult New Readers
Bride in Pink (book)
C.A.R.D.S. set
Chacho (book)
Challenger 1 (4)
Challenger 1 Diploma (5)
Challenger 1 Puzzles
Challenger 2 (4)
Challenger 2 Diploma (5)
Challenger 2 Puzzles
Challenger 3 (4)
Challenger 3 Diploma (5)
Challenger 3 Puzzles
Challenger 4 (4)
Challenger 4 Diploma (5)
Challenger 4 Puzzles
Challenger 5
Challenger 5 Puzzles
Challenger 5 Teacher's Guide
Challenger 6
Challenger 6 Puzzles
Challenger 6 Teacher's Guide
Challenger 7
Challenger 7 Puzzles
Challenger 7 Teacher's Guide
Challenger 8
Challenger 8 Puzzles
Challenger 8 Teacher's Guide
Challenger Teacher's Guide, Books 1 - 4

City Living	(2 books)
Corporate & Foundation Fundraising	
Designing Effective Newsletters	
Easing Into Essays	
Easing Into Essays Teacher's Guide	
Exploring Small Group Instruction	
Favorite News For You Crossword Puzzles	
Feelings Illustrated Set	(4 book set)
Feelings, Thoughts, & Dreams	
Filling Out Forms	
Filling Out Forms Teacher's Guide	
First Impressions I (book)	
First Impressions II (book)	
Freedom Side (book)	
Getting Started w/ Experience Stories	
Guidelines To Teaching Remedial Reading	
I Wish I Could Write	
In The Valley	(3 books)
Kaleidoscope Set A & B	(16 books)
Kite Flyer & Other Stories (book)	
Lady in Pink (book)	
Last Chance For Freedom (book)	
Laubach Literacy Action Bookmark (25)	
Laubach Literacy Action Cert. of Completion (25)	
Laubach Literacy Action Cert. Manual	
Laubach Literacy Action Volunteer Awards (25)	
Laubach Way To English 1 Workbook	(10)
Laubach Way To English 2 Workbook	(12)
Laubach Way To English 3 Work book	(5)
Laubach Way To English 4 Workbook	(5)
Laubach Way To English Trainer Guide	
Laubach Way To Reading 1 & 2 Cr. Puzzles	(5)
Laubach Way To Reading 1 Checkup	(5)
Laubach Way To Reading 1 Diploma	(5)
Laubach Way To Reading 1 Skill Book	(9)
Laubach Way To Reading 1 Software	
Laubach Way To Reading 1 Student Profile	
Laubach Way To Reading 2 Checkup	(4)
Laubach Way To Reading 2 Diploma	(10)
Laubach Way To Reading 2 Skill Book	(11)
Laubach Way To Reading 2 Software	
Laubach Way To Reading 2 Student Profile	
Laubach Way To Reading 3 Software	
Laubach Way To Reading 3 Student Profile	
Laubach Way To Reading 4 Software	
Laubach Way To Reading 4 Student Profile	

Laubach Way To Reading Flashcards
Laubach Way To Reading Tutor Workshop Handbook
Literacy for Social Change
Literacy Trainer Handbook
LITSTART
Orange Grove & Other Stories (book)
Patterns in Spelling 1
Patterns in Spelling 2
Patterns in Spelling 3
Patterns in Spelling 4
Phonics 1 Workbook (10)
Phonics 1 Teacher's Guide
Phonics 2a Workbook (12)
Phonics 2a Teacher's Guide
Phonics 2b Workbook (10)
Phonics 2b Teacher's Guide
Phonics 3 Workbook (3)
Phonics 3 Teacher's Guide
Phonics 4 Workbook (3)
Phonics 4 Teacher's Guide
Practical Fundraising Ideas
Puzzles Plus vol. 1, no. 1
Puzzles Plus vol. 2, no. 1
Puzzles Plus vol. 3, no. 1
Remembering I (4)
Remembering II (4)
Say the Word!
Say the Word! Teacher's Guide
Say the Word! Workbook
Structures in Spelling Workbook
Timeless Tales (4 book set)
TV Sight Words 1 (video)
TV Sight Words 1 Workbook (3)
TV Sight Words 2 (video)
TV Sight Words 2 Workbook (3)
Using Language Experience with Adults
Writing It Down
Writing Me
Writing to Others
Writing to Others Teacher's Guide
You Are Here

Opportunities for Learning, Inc.
Behavior Modification for the Classroom Teacher
Budgeting
Checking Account

Complete Newspaper Resource
Decisions for Independent Living
Decisions for Independent Living, Teacher's Guide
Forms
Handing Your Money
Living in the Real World
Living On Your Own
Living On Your Own, Teacher's Guide
One At A Time All At Once
Survival Vocabulary

Options, Inc.
Communication Workshop
Life Skills Workshop
Monkeying Around w/ Vocabulary Set/Vol. I & II
My Own Thesaurus, pkg. of 10 (2)
Self-Esteem K-3
Teaching Vocabulary Set/Vol. I & II
The Writer's Thesaurus, pkg. of 10 (2)
Vocabulary To Go, Preview Set

The Rosen Publishing Group
Power of Choice (Video) - 2

Formative and Summative Evaluation of Project READ

Prepared by Dr. Patricia Teel Bates
Professor of English
Louisiana State University in Shreveport

Introduction

Project READ is a library literacy partnership project, housed at Wade Correctional Center and sponsored jointly by Claiborne Parish Library and Claiborne Technical Institute. It complements the prison library, develops tutoring skills of qualified inmates who are part of the on-going Vets Incarcerated program, and offers basic literacy instruction to functionally illiterate inmates who do not read well enough to be eligible for the prison's ABE/GED program. Project READ's director is Pam Suggs, director of Claiborne Parish Library, and its literacy instructor is Caprice Wade. Bill Brasher is education supervisor from Claiborne Technical Institute, who works full-time at the prison. Research indicates that well-conceived and effectively executed prison literacy programs such as Project READ can reduce the high financial and human costs of recidivism [Berlin, G.; & Sum, A. (1988). Toward A More Perfect Union: Basic Skills, Poor Families, and Our Economic Future. New York: Ford Foundation].

During preparation of the initial proposal for the establishment of Project READ, I conducted literacy research at Wade Correctional Institute to verify the need for a prison-based library literacy program (see attached article: Bates, et al.(1992) Assessment of literacy levels of adult prisoners. The Journal of Correctional Education, 43 (4), 172-175.) I met with Ms. Suggs, Mr. Brasher, and Wade's warden Richard Stalder (now Secretary of Corrections Department for the State of Louisiana) to discuss the feasibility of the project and assisted Ms. Suggs with the development of measurable objectives and a draft of the grant application. Since that time I have had monthly discussions with the project staff to monitor progress in meeting those objectives. The report that follows outlines my formative and summative assessment as the project's external evaluator.

Formative Evaluation

I visited Project Read on April , 1993, as an on-going part of my formative evaluation of the project. Five (?) months into the grant, Project READ was on schedule in meeting its objectives. Two classes were in progress: a class for Mathematics and another for English. Warden Kelly Ward and assistant warded ------- were highly complimentary of all members of the project staff and Warden Ward and Ms. Wade were actively engaged in seeking out all possible funding sources in order to keeping the program. In addition to having extended evaluative discussions with members of the project staff, I reviewed the project's proposal for renewing the grant and quarterly reports on grant activity prepared by Ms. Wade. I examined class records, and observed that continually there is a waiting list, and the program is regularly filled to capacity.

As an earlier part of my evaluation, I had visited the library and talked at length with enthusiastic inmates using the library. The day on which my visit to the actual classroom was scheduled, construction was going on to make it a more appropriate learning environment. (A GED teacher in an adjacent classroom had complained that the literacy students sometimes got too noisy, which I considered a positive indicator of student's active involvement in learning.) Prison officials apologized for the inconvenience caused by the construction, but I assured them that I viewed the work in a positive light because it indicated excellent support from the administration.

Also, as part of my formative evaluation, I asked that participating inmates write letters to me expressing their opinions of the program and its instructor. Selected highlights follow:

"If it wasn't for [the project staff's] concern, I would still be lost." Steve Louis

"Since I have enrolled in this class, I have seen myself improve in reading my Bible and other material. Thanks . . ." Manuel Stapleton

"I have improved a year in five months time in the Project Read. Ms. Wade [is] a person who care about people that want to better themself . Now I can proudly say that I am proud of myself." Cornell Robinson

"I was lost before [this program. It] opened a lot of doors and give us ambition and self-esteem. Miss Wade goes out of her way to prepare lessons for us each and everyday. [the prison] was somehow blessed to have a teacher that takes the time that she spends with each and everyone of the students." Jerry Lewis

"I know that as a result of this learning process, I will be better prepared to re-enter society upon my release. Thank you all . . ." George Calvin

"Thank you and Miss Wade for allowing me another opportunity to learn. With kindest regards" Morris Perkins

" When I started coming to this school I could not write my own letters. And I could not read hardly anything." Harry Walter Chellette

"Miss Wade takes her time and [is the] greatest teacher that has ever happened to us. The [inmate] tutors are a good help. I just hope that this never ends. I know it is hard with budget cuts. A lot of guys need this stuff. It's hard when you have to get another person to read your mail for you. At first I didn't know how to say my ABC's." Donald Ray Robinson

"I learn from the stories the tutors read in class during the week." Gerald Jones